1 IN 5 PEOPLE
EXPERIENCE A MENTAL HEALTH CONDITION
Learn more, share your story and spread the word.
You can make a difference.

Let's talk

mental health

Mental Health MATTERS

Effective Classroom Strategies for Children with Mental Health Issues

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Outline

- Definition
- Current Focus of mental health with young children
- Statistics
- Types of common mental health issues in children
- Strategies
- Implications

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Defining Mental Health

Mental health refers to:
- The capacity to experience and manage emotions
- Form close and secure relationships
- Learn and experience life in a healthy way

Continuum of mental health: range of behavior associated with:
- Positive social and emotional development
- Mental health problems
- Mental illness

- **Early Intervention is best!**

ONLY
1 IN 5 KIDS
RECEIVE THE
HELP THEY NEED.

Children & young people
Mental health problems often develop early

1/10
children aged 5-16 have a diagnosable condition

1/2
of all mental health problems are established by the age of 14

3/4
of all mental health problems are established by the age of 24

Source: The five year forward view for mental health, Mental Health Taskforce, 2016   BBC

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- **Between 13-20% of families have a child with a mental health problem within a given year**
  - **Under age 6: 13-20% have emotional, behavioral or other mental health problems**

Common Mental Health Issues in Children

- ADD/ADHD- 6.8%
- Behavioral/Conduct Disorder-3.5%
- Anxiety- 3%
  - Generalized anxiety disorder
  - Separation anxiety
  - Obsessive-compulsive disorder
  - Post-Traumatic Stress Disorder
- Depression 2.1%
- INCREASING AND MANY UNDIAGNOSED

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- Understanding prevalence if mental health problems
- Recognizing consequences
  - Problems at home, with peers, in school
  - Increase issues with substance abuse, criminal behavior, serious risk-taking
  - Issue with self-esteem, learning and relationships

Understanding Mental Health Issues

Understanding socioeconomic factors

Low SES higher rates of mental health issues (not rates)

Increase ER visits

Poor access to health care/affordable

effects treatment/ intervention

Hispanics- less reporting of child mental health issues

Toolbox

- We need lots of tools/strategies to effectively work with children with mental health issues
- Effective tools empower children/families, creates a partnership

Strategies to Help

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Teacher's Role

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- Demonstrating sensitivity
  - Supportive Communication
  - Flexibility & understanding
  - Teacher as trigger
- BEING A ROLE MODEL
- Understanding successful integration
  - Positive attitude & support
  - Include the child (promote acceptance/tolerance)
  - Self-fulfilling prophecy

Creating Supportive Environments

- Welcoming setting, attuned to children's development
- Low teacher-child ratios
- Quality relationship with teacher & family
  - Respect ethnic, cultural and racial aspects of family's views
    - mental health stigma

GOOD MORNING Greeting Signs

GOOD MORNING or GOODBYE
HUG
High-Five
Fist Pump
Handshake
Wave

BUILD CLASSROOM COMMUNITY

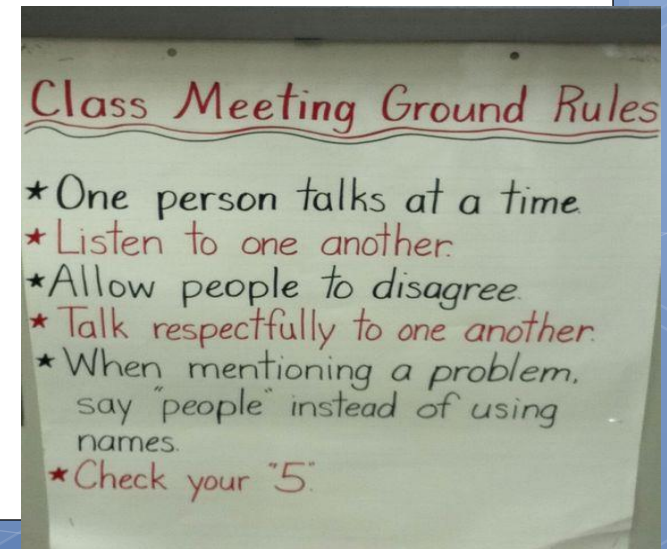MR. WHITE'S HANDSHAKES HAVE INSPIRED OTHERS OUTSIDE OF CLASS

Build Cooperation and Harmony in the classroom

- Provide more small group activities
  - Cooperation, not competition
  - Partnering children
- Provide interesting challenges, encourage children's natural interests
- Recognize children's strengths & needs to plan activities
  - Ask the child to be a helper
- Communicate appropriate limits & guide to positive interactions
- Support & care for children through challenging circumstances

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Class Meeting Strategy

- **Circle Time/Calendar Time**
  - **Length Issues**
- **Do NOT violate HIPPA Act**
- **Rules for class meetings**
  - Everyone has a chance to speak
  - We listen to each other
  - We treat all with respect
- Stating the purpose of class discussions
  - Bullying, Aggressive Behavior, Worries, Events
- Helping children remember to "speak up," take turns, stay on topic, and listen to others
- Encouraging children to give each other suggestions.
- Keeping track of children's ideas or questions on an easel or whiteboard
- **Little Tykes Home Daycare and Preschool class meeting VIDEO**
- https://www.youtube.com/watch?v=Spd8F5mDC8A
- https://www.naeyc.org/files/yc/file/200611/BTJGuidance.pdf (resource)

Class Meeting Ground Rules
* One person talks at a time.
* Listen to one another.
* Allow people to disagree.
* Talk respectfully to one another.
* When mentioning a problem, say "people" instead of using names.
* Check your "5".

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Persona Doll Strategy

- When we cannot find age appropriate books
- Persona dolls with stories should
  - Represent children's identity, interactions, emotions, and family life- Mental Health
  - Include common experience
  - Include issues needing exploration
    - anxiety, aggression, fidgeting
  - Address current events
  - Tackle stories from social justice history
  - These dolls are not included with the everyday doll options in dramatic play
  - DO NOT VIOLATE HIPPA ACT

Addressing Feelings and Emotions ACTIVITY

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Emotional Literacy

- "Identifying feelings"
  - Young children tend to react unconsciously
    - May not realize if they feel hunger, fatigue, or frustrated
    - Ex- infant crying
    - REWARD PROSCIAL BEHAVIORS AND SELF-IDENTIFYING FEELINGS!!!
- Emotional Literacy Stages
  - Apply verbal labels to emotions for children
  - Children's ability to identify and express their own feelings
  - Adults' active/reflective listening of children's feelings
  - Adult's talking about their own feelings with children

How Do You Feel Today?

Happy   Sad   Angry

Scared   Silly   Excited

Surprised   Shy   Embarrassed

Picture: Feelings chart

Routines

- **Strong Daily Routines**
- Completion of work with flexibility
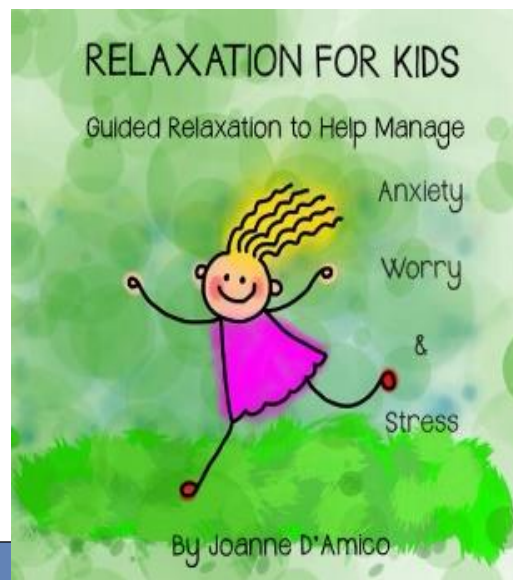- Clear expectations
- PECS

Cozy Area

- Social and quiet areas to allow children to select setting that meets their needs
- NOT A TIME OUT!
- Child learns to identify when they feel overwhelmed
- Helps Anxiety, ADHD,

Managing Stress

- Sleep
- Healthy Diet
- Exercise
- Relaxation
- Age appropriate activities

RELAXATION FOR KIDS

Guided Relaxation to Help Manage

Anxiety

Worry

&

Stress

By Joanne D'Amico

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Appropriate choices to manage extreme behaviors

#1- HELP THE CHILD CALM DOWN IF POSSIBLE
- 'TIME-IN'
- Re-regulate nervous system

Verbal Communication is Important

"I Messages"-

- Helps with setting limits
- Says how their behavior affects you/others
  - **Step 1:** Say what the child's unacceptable behavior is
    - **"When you throw the toy…."**
  - **Step 2:** Say your feelings about it
    - **"…I am afraid…"**
  - **Step 3:** Say the effect this behavior has on you:
    - **"…that you may hurt our friends."**
  - **Step 4:** Move on to "Problem Solving"
    - What else can we do?
    - Choose a solution
    - Try it out

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Three-Step Limit-Setting

- **Step 1: Explain Rule**
  - "Johnny, blocks are not for throwing- you could hurt someone. You CAN play with them on the floor"
- **Step 2: State Consequence**
  - "Blocks are not for throwing. If you throw them again, you will need to find something else to do"
- **Step 3: Follow Through**
  - Discuss why it is not okay to throw blocks
  - Redirect child to another activity (stay with the child)

Observe the Behavior

- Collect information to determine cause of behavior/Documentation
- ABC Sampling/Functional Assessment
- Answering the 5 "W" Questions about Behavior
  - *Who* was involved in the behavior?
  - *What* happened?
  - *When* did the behavior occur?
  - *Where* does the behavior typically take place?
  - *Why* does the child behave this way?

Student's Name: LeVar   Observer: Mrs. Clarke

Date of Observation: March 19, 2016

Antecedent	Behavior	Consequences
Time: 1:00 p.m. Place: Math class People: Mario Events: Students coming into class before class begins. Mario takes LeVar's pen	LeVar punches Mario.	Mario gives pen back to LeVar. LeVar is sent to the office for punching Mario.
Possible Cultural Impact:	LeVar may not want to appear weak before peers.	

Explore Alternatives

- What indirect strategies can be used to change the child's behavior?
  - Classroom materials (scarcity, age appropriateness) and furnishings
  - Grouping patterns & group size
  - Classroom schedule
  - Access to adults

Consider the Implications

- Consider the consequences if the behavior is not addressed
  - Classroom tone-
    - Creating Negative Environment if we do not address
  - Unaddressed behaviors may continue or become exacerbated
  - Children may suffer a loss of social acceptability or self-esteem
  - Other children may be victimized or isolated
  - Learning opportunities may be lost
  - Self-fulfilling prophecy
  - Long-term/serious issues
    - Suicide, substance abuse, criminal behavior, not able to function in society

EVERY TIME HE'S REMOVED FROM CLASS, **SENT TO THE OFFICE OR SUSPENDED**, THE MESSAGE TO HIM IS "YOU'RE NOT WELCOME HERE."

"Well, I hope you're satisfied — The school nurse says I'm nearsighted from sitting in the *corner* all the time!"

search ID: rman5054

Additional Help!

- Seek support from local services
- Requesting support from families
  - Discuss the strengths and challenges with parent
    - Parents worry child is too challenging or not accepted by other children
  - Inclusion (everyone is welcomed)

supporting ALL
students'

SELF-ESTEEM
and
RESILIENCE

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Questions

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